



Pupil Premium Strategy

Highworth Combined School is committed to raising the attainment of all children. The Pupil Premium funding allows us to continue and extend what we already do – to monitor children's progress and to give additional support as required in order to ensure each child achieves his or her potential. At Highworth, we recognise that these challenges are varied and there is no one size fits all, we therefore personalise learning for our pupils. Our key objective in using the Pupil Premium Funding is to narrow the gap between vulnerable groups. Through targeted interventions we are working to eliminate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach their Age Related Expectations as they move through the school. The Pupil Premium Strategy is reviewed termly by the Headteacher, Inclusion Deputy Headteacher and Pupil Premium governor.

Barriers faced by some Pupil Premium pupils	How we address those barriers
<ul style="list-style-type: none">• Social/emotional needs• Less support at home• Weak language and communication skills• Attendance and punctuality issues• Low attainment on entry to the Early Years Foundation Stage• Narrow life experiences	<ul style="list-style-type: none">• We have a whole school ethos of attainment for all. Each pupil is viewed as an individual and we consciously avoid stereotyping disadvantaged pupils.• Strong social and emotional support strategies are in place to help pupils in need of additional support. We work alongside parents to ensure that children succeed to their full potential in school. Our Pupil Support Worker plays a vital role in this.• Attendance is closely monitored by the Inclusion Deputy Headteacher. Any concerns over attendance are followed up with the parents. Good attendance is promoted in school.• Pupils are closely tracked and targeted support is put in place for pupils that are under-performing. Individual support is provided for pupils with very specific learning needs, and group support is provided for pupils with similar needs. Teachers engage with the data and use it to underpin their teaching.• All pupils have equal access to quality first teaching. Y5 and Y6 children benefit from smaller class sizes in Maths which has significantly improved results over the past few years.